

Big Idea/Reporting Category: Structure in the Arts (1)

Understanding of the various structural components of the arts is critical to conceptual development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media, and subject matter that impact artistic products, and specific styles and genre that provide a context for creating works. It is the artist's choice of these in the creative process that results in a distinctively expressive work. Students make choices how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce artworks and interpret or critique artworks from other artists, cultures, and historical periods.

6 th Grade	7 th Grade	8 th Grade
Music		
<p>AH-M6-1.1.1 <i>Students identify and/or describe the use of elements in a variety of music.</i></p> <p><i>Elements of Music:</i> <u>Rhythm</u> - syncopation, time signature (2/4, ¾, 4/4), rhythmic durations (whole, half, quarter, eighth, sixteenth notes and rests, dotted half note and quarter note) <u>Tempo</u> - Allegro, Moderato, Largo <u>Melody</u> - melodic phrase, treble clef sign, pitch notation: letter names on treble clef lines and spaces and middle C, sharp sign (#), flat sign (b), natural sign. <u>Harmony</u> - triads (chords) <u>Form</u> - AB, ABA, call and response <u>Timbre (tone color)</u> - distinctive sounds of instruments and voices (see 1.1.2). <u>Dynamics</u> - crescendo, decrescendo, dynamic markings/symbols: pp, p, mp, mf, f, ff, <, ></p>	<p>AH-M7-1.1.1 <i>Students identify, describe and/or explain the use of elements in a variety of music.</i></p> <p><i>Elements of Music:</i> <u>Rhythm</u> - syncopation, time signature (2/4, ¾, 4/4), rhythmic durations (whole, half, quarter, eighth, sixteenth notes and rests, dotted half note and quarter note) <u>Tempo</u> - Allegro, Moderato, Largo <u>Melody</u> - melodic phrase, treble clef sign, pitch notation: letter names on treble clef lines and spaces and middle C, sharp sign (#), flat sign (b), natural sign. <u>Harmony</u> - triads (chords) <u>Form</u> - AB, ABA, call and response <u>Timbre (tone color)</u> - distinctive sounds of musical instruments and voices (see 1.1.2). <u>Dynamics</u> - crescendo, decrescendo, dynamic markings/symbols: pp, p, mp, mf, f, ff, <, ></p>	<p>AH-M8-1.1.1 <i>Students compare & contrast, describe and/or explain the use of elements in a variety of music.</i></p> <p><i>Elements of Music:</i> <u>Rhythm</u> - syncopation, time signature (2/4, ¾, 4/4), rhythmic durations (whole, half, quarter, eighth, sixteenth notes and rests, dotted half note and quarter note) <u>Tempo</u> - Allegro, Moderato, Largo <u>Melody</u> - melodic phrase, treble clef sign, pitch notation - letter names on treble clef lines and spaces and middle C, sharp sign (#), flat sign (b), natural sign. <u>Harmony</u> - triads (chords) <u>Form</u> - AB, ABA, call and response <u>Timbre (tone color)</u> - distinctive sounds of instruments and voices (see 1.1.2). <u>Dynamics</u> - crescendo, decrescendo, dynamic markings/symbols: pp, p, mp, mf, f, ff, <, ></p>
<p>AH-M6-1.1.2 <i>Students identify instruments according to classifications.</i> Family- brass, woodwind, string, percussion. Voices -soprano, alto, tenor, bass Folk- instruments used in folk music Orchestral- instruments used in modern orchestral settings</p>	<p>AH-M7-1.1.2 <i>Students identify instruments according to classifications.</i> Family- brass, woodwind, string, percussion. Voices -soprano, alto, tenor, bass Folk- instruments used in folk music Orchestral- instruments used in modern orchestral settings</p>	<p>AH-M8-1.1.2 <i>Students identify instruments according to classifications.</i> Family- brass, woodwind, string, percussion. Voices -soprano, alto, tenor, bass Folk- instruments used in folk music Orchestral- instruments used in modern orchestral settings</p>
<p>AH-M6-1.1.3 <i>Students identify and/or explain various styles of music (gospel, Broadway musicals, blues, popular, marches, ballads).</i></p>	<p>AH-M7-1.1.3 <i>Students identify and/or explain various styles of music (gospel, Broadway musicals, blues, popular, marches, ballads).</i></p>	<p>AH-M8-1.1.3 <i>Students identify and/or compare various styles of music (gospel, Broadway musicals, blues, popular, marches, ballads).</i></p>

Bold – State Assessment Content Statement

Italics – Supporting Content Statement

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Dance		
<p>AH-M6-1.2.1 <i>Students identify and/ or describe how elements of dance are used to express thoughts, ideas, and feelings in dance:</i></p> <p><u>Space</u> - direction (forward, backward, diagonal), pathway (straight, curved,) levels (high, middle, low), <u>focus</u> - (where viewer's eye is drawn to), <u>size</u> - (use of size in given space, or range of motion); <u>Time</u> - (accent, rhythmic pattern, duration); <u>Force</u>- (heavy/light, sharp/smooth, tension/relaxation, bound/flowing) <u>Compositional Form</u> - (AB, ABA, call and response, narrative)</p>	<p>AH-M7-1.2.1 <i>Students identify, describe and/or explain how elements of dance are used to express thoughts, ideas, and feelings in dance:</i></p> <p><u>Space</u> - direction (forward, backward, diagonal), pathway (straight, curved,) levels (high, middle, low), <u>focus</u> - (where the viewer's eye is drawn to), <u>size</u> - (use of size in given space, or range of motion); <u>Time</u> - (accent, rhythmic pattern, duration); <u>Force</u> - (heavy/light, sharp/smooth, tension/relaxation, bound/flowing) <u>Compositional Form</u> - (AB, ABA, call and response, narrative)</p>	<p>AH-M8-1.2.1 <i>Students compare & contrast, identify and/ or explain how elements of dance are used to express thoughts, ideas, and feelings in dance:</i></p> <p><u>Space</u> - direction (forward, backward, diagonal), pathway (straight, curved,) levels (high, middle, low), <u>focus</u> - (where the viewer's eye is drawn to), <u>size</u> (use of size in a given space, or range of motion); <u>Time</u> - (accent, rhythmic pattern, duration) <u>Force</u> - (heavy/light, sharp/smooth, tension/relaxation, bound/flowing) <u>Compositional Form</u> - AB, ABA, call and response, narrative</p>
<p>AH-M6-1.2.2 <i>Students identify dances by: identifying theme (story), dance styles (e.g., ballet, jazz, tap, modern), characteristics of the style (e.g., tap- feet as rhythmic instrument, ballroom- partnering), and the use of the elements of dance.</i></p>	<p>AH-M7-1.2.2 <i>Students identify and/or describe dances by: Identifying or describing theme (story), dance styles (e.g., ballet, jazz, tap, modern), characteristics of the style (e.g., tap- feet as rhythmic instrument, ballroom- partnering), and the use of the elements of dance.</i></p>	<p>AH-M8-1.2.2 <i>Students compare and contrast dances by: comparing theme (story), dance styles (e.g., ballet, jazz, tap, modern), characteristics of the style (e.g., tap- feet as rhythmic instrument, ballroom- partnering), and the use of the elements of dance.</i></p>

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6 th Grade	7 th Grade	8 th Grade
Drama		
<p>AH-M6-1.3.1 <i>Students identify and/or explain the use of elements of drama in dramatic work.</i> <i>Elements of drama:</i> <u>Literary elements</u> - plot structures (rising action, turning point, falling action), suspense, theme, language, empathy, motivation, discovery <u>Technical elements</u> - staging, scenery, props, lighting, sound, costumes, make-up <u>Performance elements</u> - acting (creating character), speaking (breath control, diction, style, expression), communication through movement (e.g., gestures, character movement, body alignment)</p>	<p>AH-M7-1.3.1 <i>Students identify and/or explain the use of elements of drama in dramatic works.</i> <i>Elements of drama:</i> <u>Literary elements</u> - plot structures (rising action, turning point, falling action), suspense, theme, language, empathy, motivation, discovery <u>Technical elements</u> - staging, scenery, props, lighting, sound, costumes, make-up <u>Performance elements</u> - acting (creating character), speaking (breath control, diction, style, expression), communication through movement (e.g., gestures, character movement, body alignment)</p>	<p>AH-M8-1.3.1 <i>Students compare & contrast, identify and/or explain the use of elements of drama in dramatic work.</i> <i>Elements of drama:</i> <u>Literary elements</u> - plot structures (rising action, turning point, falling action), suspense, theme, language, empathy, motivation, discovery <u>Technical elements</u> - staging, scenery, props, lighting, sound, costumes, make-up <u>Performance elements</u> - acting (creating character), speaking (breath control, diction, style, expression), communication through movement (e.g., gestures, character movement, body alignment)</p>
<p>AH-M6-1.3.2 <i>Students describe how the technical elements (staging, scenery, props, costumes, make-up, lighting, sound) communicate setting and mood.</i></p>	<p>AH-M7-1.3.2 <i>Students describe how the technical elements (staging, scenery, props, lighting, sound, costumes, make-up) communicate setting and mood.</i></p>	<p>AH-M8-1.3.2 <i>Students describe how the technical elements (staging, scenery, props, costumes, make-up, lighting, sound) communicate setting and mood.</i></p>
<p>AH-M6-1.3.3 <i>Students explain how performance elements (acting, speaking, movement) can create a believable character.</i></p>	<p>AH-M7-1.3.3 <i>Students explain how performance elements (acting, speaking, movement) can create a believable character.</i></p>	<p>AH-M8-1.3.3 <i>Students explain how performance elements (acting, speaking, movement) can create a believable character.</i></p>
<p>AH-M6-1.3.4 <i>Students identify and describe the types of stages (arena, thrust, proscenium).</i></p>	<p>AH-M7-1.3.4 <i>Students identify and describe the types of stages (arena, thrust, proscenium).</i></p>	<p>AH-M8-1.3.4 <i>Students identify and describe the types of stages (arena, thrust, proscenium).</i></p>

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Visual Arts		
<p>AH-M6-1.4.1 <i>Students describe works of art using elements of art and principles of design.</i></p> <p><u>Elements of Art:</u> line, shape, color properties (hue, value, intensity) and color schemes (monochromatic), form, texture, space (positive/negative, perspective), and value (darkness or lightness, tints or shades)</p> <p><u>Principles of Design:</u> repetition, pattern, balance (symmetry/asymmetry), emphasis (focal point), contrast (opposite, e.g., black/white, rough/smooth), rhythm, proportion, and movement</p>	<p>AH-M7-1.4.1 <i>Students describe and/or explain works of art using elements of art and principles of design.</i></p> <p><u>Elements of Art:</u> line, shape, color properties (hue, value, intensity) and color schemes (monochromatic), form, texture, space (positive/negative, perspective), and value (darkness or lightness, tints or shades)</p> <p><u>Principles of Design:</u> repetition, pattern, balance (symmetry/asymmetry), emphasis (focal point), contrast (opposite, e.g., black/white, rough/smooth), rhythm, proportion, and movement</p>	<p>AH-M8-1.4.1 <i>Students compare & contrast, identify and/or explain works of art using elements of art and principles of design.</i></p> <p><u>Elements of Art:</u> line, shape, color properties (hue, value, intensity) and color schemes (monochromatic), form, texture, space (positive/negative, perspective), and value (darkness or lightness, tints or shades)</p> <p><u>Principles of Design:</u> repetition, pattern, balance (symmetry/asymmetry), emphasis (focal point), contrast (opposite, e.g., black/white, rough/smooth), rhythm, proportion, and movement</p>
<p>AH-M6-1.4.2 <i>Students identify and describe a variety of art media and art processes.</i></p> <p><u>Media (plural)/Medium (singular):</u> <u>two dimensional</u> - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, and pastel <u>three-dimensional</u> - (Properties of media need to be known in order to respond to artworks). clay, papier-mâché, found objects (to create assemblages)</p> <p><u>Art Processes:</u> <u>two-dimensional</u> - painting, fiber art (e.g., fabric printing, stamping, tie dye), and printmaking <u>three-dimensional</u> - ceramics, and sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)</p>	<p>AH-M7-1.4.2 <i>Students identify and describe a variety of art media and art processes.</i></p> <p><u>Media (plural)/Medium (singular):</u> <u>two dimensional</u> - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, and pastel <u>three-dimensional</u> - (Properties of media need to be known in order to respond to artworks). clay, papier-mâché, found objects (to create assemblages)</p> <p><u>Art Processes:</u> <u>2-dimensional</u> - painting, fiber art (e.g., fabric printing, stamping, tie dye), and printmaking <u>3-dimensional</u> - ceramics, and sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)</p>	<p>AH-M8-1.4.2 <i>Students identify and/or describe a variety of art media and art processes.</i></p> <p><u>Media (plural)/Medium (singular):</u> <u>two dimensional</u> - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, and pastel <u>three-dimensional</u> - (Properties of media need to be known in order to respond to artworks). clay, papier-mâché, found objects (to create assemblages)</p> <p><u>Art Processes:</u> <u>two-dimensional</u> - painting, fiber art (e.g., fabric printing, stamping, tie dye), and printmaking <u>three-dimensional</u> - ceramics, and sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)</p>

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Italics – Supporting Content Statement

Big Idea/Reporting Category: Humanity in the Arts (2)

The arts reflect the beliefs, feelings, and ideals of those who create them. Experiencing the arts allows one to experience time, place, and/or personality. By experiencing the arts of various cultures, students can actually experience the beliefs, feelings, and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present, and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.

6th Grade	7th Grade	8th Grade
Music		
<p>AH-M6-2.1.1 Students identify and/or explain how diverse cultures and time periods affect music.</p> <p>Cultures: Latin American - (Latin American characteristics (e.g., rhythm) reflected in American music) Asian - (China, Japan, India, Malaysia, the unique and distinctive sounds of traditional Asian music) (e.g., how isolation of culture or region results in a unique musical tradition, or how blending of cultural traditions can create new traditions, i.e., Latin styles in the United States)</p>	<p>AH-M7-2.1.1 Students identify and/or explain how diverse cultures and time periods affect music.</p> <p>Periods: Classical Greece - Presents the universal ideal of beauty through logic, order, reason, and moderation. (Pythagoras – music theory based on mathematical logic) Medieval - Appeals to the emotions and stresses the importance of religion. (Gregorian chant)</p>	<p>AH-M8-2.1.1 Students identify and/or explain how diverse cultures and time periods affect music.</p> <p>Cultures/Period: Early American through Civil War - (the African influence in American music resulting from the importation of slaves from West Africa, work songs, gospel and spirituals, the use of elements of music) (e.g. how blending of cultural traditions can create new traditions, e.g. spirituals)</p>

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Dance		
<p>AH-M6-2.2.1 Students identify and/or explain how diverse cultures and time periods affect dance.</p> <p>Cultures: Latin American - (Latin American characteristics reflected in American dance, e.g., clave rhythm, Salsa)</p> <p>Asian - (China, Japan, India, Malaysia, the unique and distinctive movement of traditional Asian dances) (e.g., how isolation of culture or region results in a unique dance tradition, or how blending of cultural traditions can create new traditions, i.e., Latin dance styles in the United States)</p>	<p>AH-M7-2.2.1 Students identify and/or explain how diverse cultures and time periods affect dance.</p> <p>Periods: Medieval - Appeals to the emotions and stresses the importance of religion. (Tarantella)</p>	<p>AH-M8-2.2.1 Students identify and/or explain how diverse cultures and time periods affect dance.</p> <p>Cultures/Period: Early American through Civil War - (folk/social dances, African American dances)</p>

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Drama		
<p>AH-M6-2.3.1 Students identify and/or explain how diverse cultures and time periods affect drama/theatre.</p> <p>Cultures: Asian - (Japanese Kabuki)</p>	<p>AH-M7-2.3.1 Students identify and/or explain how diverse cultures and time periods affect drama/theatre.</p> <p>Periods: Classical Greece - Presents the universal ideal of beauty through logic, order, reason, and moderation. (Development of theatre/ancient Greek theatre) Medieval - Appeals to the emotions and stresses the importance of religion. (Morality plays - characters are personification of good and evil in a struggle for man's soul, Everyman – a late 15th century English morality play)</p>	<p>AH-M8-2.3.1 Students identify and/or explain how diverse cultures and time periods affect drama/theatre.</p> <p>Cultures/Period: Early American through Civil War - (The influence of English theatre in America)</p>

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Visual Arts		
<p>AH-M6-2.4.1 Students identify and/or explain how diverse cultures and time periods affect visual arts.</p> <p>Cultures: Latin American - (Diego Rivera – mural art, and murals in contemporary America) Asian (ceramics, textiles)</p>	<p>AH-M7-2.4.1 Students identify and/or explain how diverse cultures and time periods affect visual arts.</p> <p>Periods: Classical Greece - Presents the universal ideal of beauty through logic, order, reason, and moderation. (architecture e.g., the Parthenon, sculpture, i.e., the Discus Thrower) Medieval - Appeals to the emotions and stresses the importance of religion. (Gothic and Romanesque architecture)</p>	<p>AH-M8-2.4.1 Students identify and/or explain how diverse cultures and time periods affect visual arts.</p> <p>Cultures/Period: Early American through Civil War - John James Audubon (e.g., Birds of America) and Thomas Cole (e.g., landscapes), George Catlin (Native American subjects) - important role in the development of knowledge about the American natural and native world</p>

Big Idea/Reporting Category: Purposes for Creating the Arts (3)

The arts have played a major role throughout the history of humans. Because of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to express specific emotions or feelings, in a narrative manner to tell stories, to imitate nature, and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations, and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

6th Grade	7th Grade	8th Grade
Music		
<p><i>AH-M6-3.1.1</i> <i>Students identify and/or explain how music fulfills variety of purposes.</i></p> <p><i>Purposes of music:</i> <u>Ceremonial</u> - (ritual, celebration, commemoration) <u>Recreation</u> - (for recreation, to support other recreational activities) <u>Artistic Expression</u> - (to express or communicate emotion, feelings, ideas, information (narrative))</p>	<p><i>AH-M7-3.1.1</i> <i>Students identify and/or explain how music fulfills variety of purposes.</i></p> <p><i>Purposes of music:</i> <u>Ceremonial</u> - (ritual, celebration, commemoration) <u>Recreation</u> - (for recreation, to support other recreational activities) <u>Artistic Expression</u> - (to express or communicate emotion, feelings, ideas, information (narrative))</p>	<p><i>AH-M8-3.1.1</i> <i>Students compare and contrast, identify and/or explain how music fulfills variety of purposes.</i></p> <p><i>Purposes of music:</i> <u>Ceremonial</u> - (ritual, celebration, commemoration) <u>Recreation</u> - (for recreation, to support other recreational activities) <u>Artistic Expression</u> - (to express or communicate emotion, feelings, ideas, information (narrative))</p>

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Dance		
<p>AH-M6-3.2.1 Students identify and/or explain how dance fulfills a variety of purposes.</p> <p><i>Purposes of dance:</i> <u>Recreational</u> - (for recreation, to support recreational activities, e.g., ballroom, line dancing, aerobic) <u>Artistic expression</u> - (to express or communicate emotion, feelings, ideas, information (narrative)) <u>Ceremonial</u> - (e.g., commemorative, ritual)</p>	<p>AH-M7-3.2.1 Students identify and/or explain how dance fulfills a variety of purposes.</p> <p><i>Purposes of dance:</i> <u>Recreational</u> - (for recreation, to support recreational activities, e.g., ballroom, line dancing, aerobic) <u>Artistic expression</u> - (to express or communicate emotion, feelings, ideas, information (narrative)) <u>Ceremonial</u> - (e.g., commemorative, ritual)</p>	<p>AH-M8-3.2.1 Students compare and contrast, identify and/or explain how dance fulfills a variety of purposes.</p> <p>Purposes of dance: <u>Recreational</u> - (for recreation, to support recreational activities, e.g., ballroom, line dancing, aerobic) <u>Artistic expression</u> - (to express or communicate emotion, feelings, ideas, information (narrative)) <u>Ceremonial</u> - (e.g., commemorative, ritual)</p>

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Drama		
<p><i>AH-M6-3.3.1</i> <i>Students identify and/or explain how drama/theatre fulfills a variety of purposes.</i></p> <p><i>Purposes of Drama/Theatre:</i> <u>Sharing the human experience</u> - (to express or communicate emotion, feelings, ideas, information) <u>Passing on tradition and culture</u> - (to express or communicate feelings, ideas, information (narrative)) <u>Recreational</u> - (for entertainment)</p>	<p><i>AH-M7-3.3.1</i> <i>Students identify and/or explain how drama/theatre fulfills a variety of purposes.</i></p> <p><i>Purposes of Drama/Theatre:</i> <u>Sharing the human experience</u> - (to express or communicate emotion, feelings, ideas, information) <u>Passing on tradition and culture</u> - (to express or communicate feelings, ideas, information (narrative)) <u>Recreational</u> - (for entertainment)</p>	<p>AH-M8-3.3.1 Students compare & contrast, identify and/or explain how drama/theatre fulfills a variety of purposes.</p> <p>Purposes of Drama/Theatre: <u>Sharing the human experience</u> - (to express or communicate emotion, feelings, ideas, information) <u>Passing on tradition and culture</u> - (to express or communicate feelings, ideas, information (narrative)) <u>Recreational</u> - (for entertainment)</p>

Big Idea/Reporting Category: Purposes for Creating the Arts (3)

The arts have played a major role throughout the history of humans. Because of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to express specific emotions or feelings, in a narrative manner to tell stories, to imitate nature, and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations, and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

6 th Grade	7 th Grade	8 th Grade
Visual Arts		
<p><i>AH-M6-3.4.1</i> <i>Students identify and/or explain how art fulfills a variety of purposes.</i></p> <p><i>Purposes of Art:</i> <u>persuasive</u> - (advertising, marketing, propaganda) <u>ceremonial</u> - (ritual, celebration, commemoration) <u>artistic expression</u> - (to express or communicate emotion, feelings) <u>narrative</u> - (tell stories, describe and illustrate experiences, to communicate ideas or information) <u>functional</u> - (artistic objects used in everyday life)</p>	<p><i>AH-M7-3.4.1</i> <i>Students identify and/or explain how art fulfills a variety of purposes.</i></p> <p><i>Purposes of Art:</i> <u>persuasive</u> - (advertising, marketing, propaganda) <u>ceremonial</u> - (ritual, celebration, commemoration) <u>artistic expression</u> - (to express or communicate emotion, feelings) <u>narrative</u> - (tell stories, describe and illustrate experiences, to communicate ideas or information) <u>functional</u> - (artistic objects used in everyday life)</p>	<p><i>AH-M8-3.4.1</i> <i>Students compare & contrast, identify and/or explain how art fulfills a variety of purposes.</i></p> <p><i>Purposes of Art:</i> <u>persuasive</u> - (advertising, marketing, propaganda) <u>ceremonial</u> - (ritual, celebration, commemoration) <u>artistic expression</u> - (to express or communicate emotion, feelings) <u>narrative</u> - (tell stories, describe and illustrate experiences, to communicate ideas or information) <u>functional</u> - (artistic objects used in everyday life)</p>

Big Idea/Not A Reporting Category: Processes in the Arts (4)

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

6th Grade	7th Grade	8th Grade
Music		
<i>AH-M6-4.1.1</i> <i>Students create and notate in similar style answers to musical phrases.</i>	<i>AH-M7-4.1.1</i> <i>Students create and notate in similar style answers to musical phrases.</i>	<i>AH-M8-4.1.1</i> <i>Students create and notate in similar style answers to musical phrases.</i>
<i>AH-M6-4.1.2</i> <i>Students improvise variations on given melodies.</i>	<i>AH-M7-4.1.2</i> <i>Students improvise variations on given rhythms or melodies.</i>	<i>AH-M8-4.1.2</i> <i>Students improvise variations on given melodies.</i>
<i>AH-M6-4.1.3</i> <i>Students compose and notate short pieces of music demonstrating unity/variety, tension/release, and balance.</i>	<i>AH-M7-4.1.3</i> <i>Students compose and notate short pieces of music demonstrating unity/variety, tension/release, and balance.</i>	<i>AH-M8-4.1.3</i> <i>Students compose and notate short pieces of music demonstrating unity/variety, tension/release, and balance.</i>
<i>AH-M6-4.1.4</i> <i>Students use a variety of sound sources to create and perform music.</i>	<i>AH-M7-4.1.4</i> <i>Students use a variety of musical sound sources to create and perform music.</i>	<i>AH-M8-4.1.4</i> <i>Students use a variety of sound sources to create and perform music.</i>
<i>AH-M6-4.1.5</i> <i>Students sing or play alone, and sustain own part in an ensemble, a given piece of music with increasingly complex melodies and rhythmic patterns in treble and bass clef (with practice).</i>	<i>AH-M7-4.1.5</i> <i>Students sing or play alone, and sustain own part in an ensemble, a given piece of music with increasingly complex melodies and rhythmic patterns in treble and bass clef (with practice).</i>	<i>AH-M8-4.1.5</i> <i>Students sing or play alone, and sustain own part in an ensemble, a given piece of music with increasingly complex melodies and rhythmic patterns in treble and bass clef (with practice).</i>

Big Idea/Not A Reporting Category: Processes in the Arts (4)

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

6 th Grade	7 th Grade	8 th Grade
Dance		
<i>AH-M6-4.2.1</i> Students create and individual or a group dance with 2-3 other people using dance elements (space, time and force) that incorporates one of the following compositional forms: AB, ABA, call and response, or narrative.	<i>AH-M7-4.2.1</i> Students create and individual or a group dance with 2-3 other people using dance elements (space, time and force) that incorporates one of the following compositional forms: AB, ABA, call and response, or narrative.	<i>AH-M8-4.2.1</i> Students create and individual or a group dance with 2-3 other people using dance elements (space, time and force) that incorporates one of the following compositional forms: AB, ABA, call and response, or narrative.
<i>AH-M6-4.2.2</i> Students compose an improvisational dance with complex movements (beginning, middle and end).	<i>AH-M7-4.2.2</i> Students compose an improvisational dance with complex movements (beginning, middle and end).	<i>AH-M8-4.2.2</i> Students compose an improvisational dance with complex movements (beginning, middle and end).

Big Idea/Not A Reporting Category: Processes in the Arts (4)

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

6th Grade	7th Grade	8th Grade
Drama		
<i>AH-M6-4.3.1</i> Students create and perform using elements of drama. (Literary, Technical, Production)	<i>AH-M7-4.3.1</i> Students create and perform using elements of drama. (Literary, Technical, Production)	<i>AH-M8-4.3.1</i> Students create and perform using elements of drama. (Literary, Technical, Production)
<i>AH-M6-4.3.2</i> Students improvise short dialogues and monologues.	<i>AH-M7-4.3.2</i> Students improvise short dialogues and monologues.	<i>AH-M8-4.3.2</i> Students improvise short dialogues and monologues.
<i>AH-M6-4.3.3</i> Students engage in dramatic activities that reflect historical times and cultures.	<i>AH-M7-4.3.3</i> Students engage in dramatic activities that reflect historical times and cultures.	<i>AH-M8-4.3.3</i> Students engage in dramatic activities that reflect historical times and cultures.
<i>AH-M6-4.3.4</i> Students identify the skills necessary for jobs associated with theatre (playwright, director, actor, actress, designers - scenery, props, lighting, sounds, costume, make-up)	<i>AH-M7-4.3.4</i> Students identify the skills necessary for jobs associated with theatre (playwright, director, actor, actress, designers - scenery, props, lighting, sounds, costume, make-up)	<i>AH-M8-4.3.4</i> Students identify the skills necessary for jobs associated with theatre (playwright, director, actor, actress, designers - scenery, props, lighting, sounds, costume, make-up)

Big Idea/Not A Reporting Category: Processes in the Arts (4)

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

6 th Grade	7 th Grade	8 th Grade
Visual Arts		
<i>AH-M6-4.4.1</i> Students create art for specific purposes using the elements of art and principles of design to communicate ideas.	<i>AH-M7-4.4.1</i> Students create art for specific purposes using the elements of art and principles of design to communicate ideas.	<i>AH-M8-4.4.1</i> Students create art for specific purposes using the elements of art and principles of design to communicate ideas.
<i>AH-M6-4.4.2</i> Students use a variety of art media, processes, and subject matter to communicate ideas, feelings, and experiences.	<i>AH-M7-4.4.2</i> Students use a variety of art media, processes, and subject matter to communicate ideas, feelings, and experiences.	<i>AH-M8-4.4.2</i> Students use a variety of art media, processes, and subject matter to communicate ideas, feelings, and experiences.